

12 Achievement Points

Vietnam War Letter Activity

Directions: In a culminating assignment for our learning today, create a letter either from an anti-war protester *to* a soldier stationed in Vietnam or from a Vietnam soldier *to* an anti-war protester. Be creative with this! Think of what sort of relationship your two characters may have. Are they friends? Siblings? Spouse? Colleague? Is one person criticizing the decisions of the other or were they expressing their sympathies?

The best letters:

1. Show a clear understanding of the time period by emotionally representing their two sides.
2. Cohesively mix these ideas together and are well-written and intentional letters.
3. They also pick **at least two** of the common ideas from each party:

Vietnam Soldiers

Fighting communism

Patriotism

“War is hell”

Disillusionment (“What are we fighting for?”)

Your choice: \_\_\_\_\_

Doves

This war is a war of imperialism.

The draft is a restriction of our rights (we cannot vote)

African-American rights > liberating Vietnam

Your choice: \_\_\_\_\_ -

<b>Vietnam War Letter</b>	Developing (1)	Competent (2)	Exemplary (3)
Use of Emotion and Historical Context	Student’s response fails to provide concrete evidence of understanding of historical context or appropriate emotion.	Student’s response only represents understanding of historical context and emotion of one side.	Student’s response clearly recognizes historical context for both sides and presents realistic emotions.
Cohesion and Flow	Student’s response is disjointed and does not resemble a letter format.	Student’s response flows mostly well or mostly resembles a letter format.	Student’s response is well organized flows how a letter should with greeting and sign-off.
Main Ideas/Themes	Student’s response clearly describes and details 1-3 main ideas, and has an uneven split between sides.	Student’s response clearly describes and details 4 main ideas (2 for each side).	Student’s response clearly describes and details 6 main ideas (3 for each side).